WRITING SKILLS

University Success

TRANSITION LEVEL

Alignment with the Global Scale of English and Common European Framework of Reference

University Success, **Transition Level** is an academic skills series designed to equip transitioning English learners with reading, writing, and oral communication skills necessary to succeed in courses in an English-speaking university setting. A targeted approach focuses on the unique linguistic needs of students while preparing them to achieve academic autonomy. *University Success* integrates a three-part developmental approach. Authentic content woven through all three strands provides intensive skill development and expanded application—essential for students to become confident and successful in a university setting.

The blended instructional model provides students with an inspiring collection of extensive authentic content, expertly developed in cooperation with five subject matter experts, all "thought leaders" in their fields. By utilizing both online and in-class instructional materials, *University Success* models the type of real life learning expected of students applying for a degree. Unlike a developmental textbook, *University Success* recognizes the unique linguistic needs of English language learners. The course carefully scaffolds skill development to help students successfully work with challenging and engaging authentic content provided by top Stanford University professors in their academic fields.

SERIES ORGANIZATION

The Transitional Level is organized into three strands: Reading, Writing, and Oral Communication. Each strand includes five distinct content areas: the Human Experience, Money and Commerce, the Science of Nature, Arts and Letters, and Structural Science, all popular fields of study among English language learners. The three strands are fully aligned across content areas and skills, allowing teachers to utilize material from different strands to support learning. Teachers can utilize skills from one strand or provide additional support materials from other strands for richer development across the four skills.

UNIQUE FEATURES

- **Rigorous academic preparation:** students build on their strengths and prior knowledge, develop language and study skills, and increase their knowledge of academic content related to the STEAM area of study.
- **Extensive work with authentic texts and lectures:** the content has been expertly developed with the cooperation of five Stanford University professors and features extensive readings and full-length lectures. It provides a challenging experience that replicates the authentic experience of studying in a mainstream university classroom.
- **Systematic skill development:** each strand allows for essential skill building, from strategies to critical thinking to extensive application and assessment that explicitly teaches students to notice, understand, and employ English language features in the comprehension and synthesis of new information.
- **Flexible three-part developmental English approach:** unlike any traditional ESL/EFL course, *University Success* follows the developmental English approach that encompasses intensive skill development and extensive practice.
- **Fluency driven approach:** helps learners with fluency, accuracy, and automaticity, allowing them to process linguistically complex texts of significant length.
- **Content and fluency vocabulary approach:** develops learner ability to read words as multiword units and to process text more quickly and with greater ease.
- **Strategies for academic success:** online videos that show students how to cope with the challenges of academic study and college culture. Videos include how to talk to a professor during office hours, time management techniques, giving and receiving feedback, and many more.
- **Global Scale of English for Academic Learners:** alignment with content tied to outcomes designed to challenge students who have achieved a B2+ level of proficiency or higher.
- **Continuous and extensive formative assessment:** built into the series, offers multiple points of feedback, in class or online, assessing the ability of students to transfer and apply skills with rigorous academic challenges.

The Global Scale of English and the Common European Framework of Reference

The Global Scale of English is a standardized, granular scale from 10 to 90 which measures English language proficiency. It is aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale—and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

CEFR and the Global Scale of English both comprise a number of Can Do statements, or "learning objectives," for each of the four language skills, describing what learners should be able to do at different levels of proficiency. The learning objectives are written to reflect what a student "Can Do" with language without regard to the context in which a language skill may surface. The GSE Learning Objectives have been aligned to the CEFR, and many additional statements created, rated for difficulty, and calibrated to the scale.

This document provides an overview of the learning objectives that are covered in each unit of the course. As the learning objectives focus specifically on language skills, some learning objectives will be repeated multiple times, a reflection of the fact that skills are built through practice in multiple contexts.

For each learning objective we indicate whether a statement is from the original CEFR or newly created by Pearson English:

(C) Common European Framework descriptor, verbatim, © Council of Europe

(Ca) Common European Framework descriptor, adapted or edited, © Council of Europe (N2000) North (2000) descriptor, verbatim

(N2000a) North (2000) descriptor, adapted or edited

(P) New Pearson English descriptor

[Note: If a value is in parentheses, it indicates the learning objective is still undergoing research and validation, and therefore the value is a provisional estimate.]

Visit English.com/gse to learn more about the Global Scale of English.

References

Council of Europe (2001) Common European Framework of Reference for Languages: Learning, teaching, assessment. Cambridge: Cambridge University Press.

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Schneider, G., North, B. (2000) Fremdsprachen können – was heißt das? Chur / Zürich: Rüegger

University Success

TRANSITION LEVEL
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University Success is aligned with the Global Scale of English and the Common European Framework of Reference. **It takes learners from CEF B2+ to C1 (67–83 on the Global Scale of English).** Each lesson guides students to a "Can Do" goal in line with the Global Scale of English and the Common European Framework "Can Do" statements.

GSE		10	20	30	40	50	60	70	80	90
Transition Level										
CEFR		<A1	A1	A2 +	B1 +		B2 +	C1	C2	

Learn more about the Global Scale of English at english.com/gse

University Success

TRANSITION LEVEL
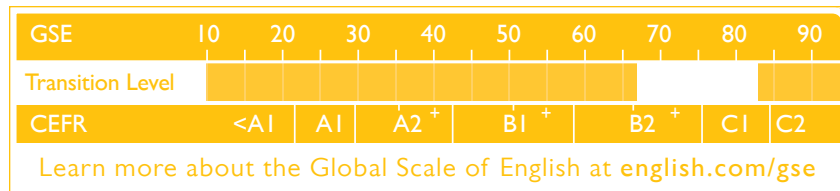
WRITING SKILLS

PART 1 | Fundamental Writing Skills is designed to build fundamental skills step by step through exploration of rigorous academic content.

SOCIOLOGY - The Research Writing Process

FUNDAMENTAL WRITING SKILLS - The research writing process.

SUPPORTING SKILLS - Narrow a topic and develop a research question. Write a preliminary thesis statement and create an outline.

READING-WRITING CONNECTION - Assemble an annotated bibliography.

LANGUAGE SKILLS - Explore verb tenses in academic writing.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between the main idea and related ideas in a linguistically complex academic text. (P)	70	B2+ (67–75)	19
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	25
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	26
Writing	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	12
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	12
Writing	Can write a bibliography showing an understanding of conventions. (P)	74	B2+ (67–75)	17
Writing	Can make detailed comments about numerical information in graphs and charts. (P)	66	B2 (59–66)	26
Writing	Can write a bibliography showing an understanding of conventions. (P)	74	B2+ (67–75)	26
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	27

ECONOMICS - Idea Development

FUNDAMENTAL WRITING SKILLS - Idea development.

SUPPORTING SKILLS - Develop ideas through research and collaboration. Critically evaluate and organize research.

READING-WRITING CONNECTION - Summarize texts and incorporate summaries.

LANGUAGE SKILLS - Use reported speech effectively.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the writer's purpose in a linguistically complex academic text. (P)	74	B2+ (67–75)	49
Speaking	Can suggest pros and cons when discussing a topic, using linguistically complex language. (P)	74	B2+ (67–75)	36
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	48
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	29
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	31
Writing	Can take notes while researching an unfamiliar topic. (P)	68	B2+ (67–75)	34
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	37
Writing	Can evaluate information in an academic text using specific criteria. (P)	70	B2+ (67–75)	38
Writing	Can write an accurate summary of a complex, discursive text. (P)	77	C1 (76–84)	39
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	44
Writing	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	49

University Success

BIOLOGY - Extended Writing

FUNDAMENTAL WRITING SKILLS - Extended writing.

SUPPORTING SKILLS - Create coherence and cohesion. Revise writing.

READING-WRITING CONNECTION - Analyze organizational patterns.

LANGUAGE SKILLS - Use language to add cohesion.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the details of long complex instructions in their field, reading as necessary. (CA)	68	B2+ (67–75)	51
Reading	Can follow the development of a central theme to support a specific conclusion in an academic text. (P)	74	B2+ (67–75)	58
Reading	Can recognize organizational patterns within a linguistically complex academic text. (P)	74	B2+ (67–75)	62
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	72
Writing	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+ (67–75)	55
Writing	Can identify and correct errors in a piece of academic writing. (P)	74	B2+ (67–75)	59
Writing	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+ (67–75)	68
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	72
Writing	Can structure longer complex texts using a range of cohesive devices. (P)	74	B2+ (67–75)	73
Writing	Can write a linguistically complex essay in response to a specific question. (P)	75	B2+ (67–75)	73

University Success

WRITING SKILLS

HUMANITIES - Rhetorical Context

FUNDAMENTAL WRITING SKILLS - Rhetorical context.

SUPPORTING SKILLS - Make stylistic choices. Control voice and tone.

READING-WRITING CONNECTION - Analyze the rhetorical context.

LANGUAGE SKILLS - Use appropriate adverbials to fit rhetorical context.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the writer's purpose in a linguistically complex academic text. (P)	74	B2+ (67–75)	84
Reading	Can compare the presentation of a key concept in different texts by different authors using different styles of writing. (P)	79	C1 (76–84)	86
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	98
Writing	Can write effective and appropriate essays in a range of genres. (P)	78	C1 (76–84)	75
Writing	Can write a linguistically complex academic essay in an appropriate style and register. (P)	81	C1 (76–84)	77
Writing	Can use appropriate tone and register when writing academic texts. (P)	75	B2+ (67–75)	81
Writing	Can use appropriate tone and register when writing academic texts. (P)	75	B2+ (67–75)	91
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	95
Writing	Can summarize sources and data appropriately. (P)	68	B2+ (67–75)	98
Writing	Can write effective and appropriate paragraphs in a range of genres. (P)	67	B2+ (67–75)	99
Writing	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1 (76–84)	99

ENVIRONMENTAL ENGINEERING - Publishing

FUNDAMENTAL WRITING SKILLS - Publishing.

SUPPORTING SKILLS - Use visuals to present information in writing. Edit text and visuals.

READING-WRITING CONNECTION - Relate visuals to text.

LANGUAGE SKILLS - Examine sentence structure and subject-verb agreement.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can predict the content of a linguistically complex academic text by reading introductory and summary statements. (P)	71	B2+ (67–75)	101
Reading	Can understand details of the use of numerical data in charts and graphs in a linguistically complex academic text. (P)	76	C1 (76–84)	110
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	121
Writing	Can suggest edits to a linguistically complex academic text. (P)	82	C1 (76–84)	107
Writing	Can describe in detail technical information contained in a visual to support a conclusion in an academic text. (P)	77	C1 (76–84)	114
Writing	Can identify and correct errors in a piece of academic writing. (P)	74	B2+ (67–75)	117
Writing	Can describe in detail technical information contained in a visual to support a conclusion in an academic text. (P)	77	C1 (76–84)	121
Writing	Can identify and correct errors in a piece of academic writing. (P)	74	B2+ (67–75)	121
Writing	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1 (76–84)	122

PART 2 | Critical Thinking Skills moves from skill building to application of the skills that require critical thinking.

SOCIOLOGY - Fact and Opinion

CRITICAL THINKING SKILLS - Fact and opinion.

SUPPORTING SKILLS - Support claims with facts and opinions. Evaluate others' opinions.

READING-WRITING CONNECTION - Distinguish facts and opinions and make claims.

LANGUAGE SKILLS - Signpost facts and opinions.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can distinguish between fact and opinion in linguistically complex academic texts. (P)	72	B2+ (67–75)	125
Reading	Can identify factual information in a linguistically complex academic text. (P)	73	B2+ (67–75)	127
Reading	Can distinguish between facts, ideas and opinions in linguistically complex academic texts. (P)	77	C1 (76–84)	134
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	143
Writing	Can write a critical analysis of a simple academic text. (P)	70	B2+ (67–75)	131
Writing	Can use information from academic texts to support a thesis. (P)	75	B2+ (67–75)	138
Writing	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	142
Writing	Can signpost a hypothesis in a linguistically complex academic text in their field of specialization. (P)	81	C1 (76–84)	145
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	145
Writing	Can start an essay with a strong thesis statement. (P)	70	B2+ (67–75)	145

University Success

WRITING SKILLS

ECONOMICS - Reading Critically for Effective Writing

CRITICAL THINKING SKILLS - Reading critically for effective writing.

SUPPORTING SKILLS - Select sources. Integrate sources to provide evidence. Respond to inference.

READING-WRITING CONNECTION - Write a critical response.

LANGUAGE SKILLS - Use direct quotations and reported speech.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can critically evaluate the effectiveness of a linguistically complex discursive essay. (P)	82	C1 (76–84)	147
Reading	Can extract information, ideas and opinions from highly specialized sources within their field. (CA)	78	C1 (76–84)	149
Reading	Can evaluate evidence presented in a linguistically complex argumentative text. (P)	80	C1 (76–84)	152
Reading	Can understand inferred meaning in formal structured text. (P)	70	B2+ (67–75)	154
Reading	Can evaluate information in an academic text using specific criteria. (P)	70	B2+ (67–75)	156
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	166
Writing	Can write a critical analysis of a simple academic text. (P)	70	B2+ (67–75)	155
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	162
Writing	Can paraphrase the main idea of a linguistically complex quotation to support a line of argument. (P)	76	C1 (76–84)	167
Writing	Can write a critical analysis of a simple academic text. (P)	70	B2+ (67–75)	167

University Success

BIOLOGY - Process Writing

CRITICAL THINKING SKILLS - Process writing.

SUPPORTING SKILLS - Structure a process. Explain a procedure.

READING-WRITING CONNECTION - Formulate a hypothesis.

Skill	GSE Learning Objective	GSE	CEFR	Page
Grammar	Can describe hypothetical (counterfactual) current results of a past action or situation using "would …" with the third conditional. (P)	67	B2+ (67–75)	186
Grammar	Can describe hypothetical (counterfactual) current results of a past action or situation using "would …" with the third conditional. (P)	67	B2+ (67–75)	190
Reading	Can compare the presentation of a key concept in different texts by different authors using different styles of writing. (P)	79	C1 (76–84)	169
Reading	Can recognize organizational patterns within a linguistically complex academic text. (P)	74	B2+ (67–75)	172
Reading	Can understand a detailed description in a linguistically complex academic text. (P)	78	C1 (76–84)	177
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	190
Writing	Can write a detailed description of a complex process. (P)	74	B2+ (67–75)	170
Writing	Can write a detailed description of a complex process. (P)	74	B2+ (67–75)	176
Writing	Can signpost a hypothesis in a linguistically complex academic text in their field of specialization. (P)	81	C1 (76–84)	189
Writing	Can write a detailed description of a complex process. (P)	74	B2+ (67–75)	189
Writing	Can write a detailed description of a complex process. (P)	74	B2+ (67–75)	191

HUMANITIES - Descriptive Writing

CRITICAL THINKING SKILLS - Descriptive writing.

SUPPORTING SKILLS - Explore figurative language. Appeal to the senses.

READING-WRITING CONNECTION - Analyze descriptive writing.

LANGUAGE SKILLS - Use grammar to vary description.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand a detailed description in a linguistically complex academic text. (P)	78	C1 (76–84)	193
Reading	Can understand a linguistically complex poem. (P)	82	C1 (76–84)	196
Reading	Can critically evaluate the effectiveness of a linguistically complex descriptive essay. (P)	79	C1 (76–84)	203
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	214
Writing	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	195
Writing	Can write clear, detailed descriptions on a variety of subjects related to their field of interest. (C)	67	B2+ (67–75)	200
Writing	Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (P)	77	C1 (76–84)	209
Writing	Can use descriptive language to support a main idea in written academic work. (P)	67	B2+ (67–75)	215

ENVIRONMENTAL ENGINEERING - Research Writing

CRITICAL THINKING SKILLS - Research writing.

SUPPORTING SKILLS - Write research proposals. Develop an abstract.

READING-WRITING CONNECTION - Analyze research posters.

LANGUAGE SKILLS - Relate form to function.

Skill	GSE Learning Objective	GSE	CEFR	Page
Reading	Can understand the writer's purpose in a linguistically complex academic text. (P)	74	B2+ (67–75)	217
Reading	Can identify common features of an academic abstract. (P)	68	B2+ (67–75)	225
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	229
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	239
Writing	Can write an effective and detailed research proposal. (P)	83	C1 (76–84)	219
Writing	Can write an effective and informative abstract. (P)	75	B2+ (67–75)	223
Writing	Can write a clear summary of a complex factual text, maintaining its original tone and message. (P)	76	C1 (76–84)	238

PART 3 | Extended Writing presents authentic content written by university professors. Academically rigorous application and assessment activities allow for a synthesis of the skills developed in Parts 1 and 2.

SOCIOLOGY - Writing as a Sociologist

INTERVIEWS AND READINGS - Writing as a Sociologist. *The 1963 Birmingham Campaign: The Turning Point in the American Civil Rights Movement.*

RESEARCH - Write a research paper on a particular act of nonviolent civil disobedience in the US Civil Rights movement and its impact on the movement.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	242
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	246
Reading	Can research a topic by reading linguistically complex academic texts.	79	C1 (76–84)	246
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	244
Writing	Can write essays and reports synthesising information from a number of sources. (P)	76	C1 (76–84)	247
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	253

ECONOMICS - Writing as an Economist

INTERVIEWS AND READINGS - Writing as an Economist. *Minimum Wages.*

RESEARCH - Write a research paper analyzing the development of a new product or service and its likelihood of succeeding.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	248
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	253
Reading	Can research a topic by reading linguistically complex academic texts.	79	C1 (76–84)	253
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	250
Writing	Can embed quotations and paraphrases in written academic work, if provided with a model. (P)	68	B2+ (67–75)	250
Writing	Can support a thesis in an academic text using research findings. (P)	79	C1 (76–84)	253
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	253

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WRITING SKILLS

BIOLOGY - Writing as a Biologist

INTERVIEWS AND READINGS - Writing as a Biologist. *Vaccines That Prevent Virally-Induced Cancer.*

RESEARCH - Write a research paper on the causes of a cancer known to be associated with a particular virus.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	254
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	258
Reading	Can research a topic by reading linguistically complex academic texts.	79	C1 (76–84)	258
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	256
Writing	Can write essays and reports synthesising information from a number of sources. (P)	76	C1 (76–84)	259
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	259

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WRITING SKILLS

HUMANITIES - Writing as a Literary Expert.

INTERVIEWS AND READINGS - Writing as a Literary Expert. *The Golden Bough.*

RESEARCH - Write a literary analysis of the poem, "Do Not Go Gentle into That Good Night" by Dylan Thomas, including a summary of the poem and a response to one or more ideas or images in it.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	260
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	263
Reading	Can understand a linguistically complex poem. (P)	82	C1 (76–84)	264
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	262
Writing	Can clarify a concept in an academic text using adverbial clauses, phrases or modifiers. (P)	76	C1 (76–84)	262
Writing	Can write a detailed critical review of cultural events (e.g. plays, films, concerts) or literary works. (P)	77	C1 (76–84)	265
Writing	Can write an outline for a linguistically complex academic paper or essay. (P)	76	C1 (76–84)	265

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WRITING SKILLS

ENVIRONMENTAL ENGINEERING - Writing as an Environmental Engineer

INTERVIEWS AND READINGS - Writing as an Environmental Engineer. *Increasing Energy Efficiency vs. Maintaining Indoor Air Quality.*

RESEARCH - Write a research paper comparing and contrasting the methods, findings, and conclusions of three to five case studies of "sick building syndrome" caused by indoor air quality problems.

Skill	GSE Learning Objective	GSE	CEFR	Page
Listening	Can follow an animated conversation between two fluent speakers. (CA)	74	B2+ (67–75)	266
Reading	Can understand the details of long complex texts in their field without needing to reread. (CA)	80	C1 (76–84)	270
Reading	Can research a topic by reading linguistically complex academic texts.	79	C1 (76–84)	270
Speaking	Can answer questions about abstract topics clearly and in detail. (CA)	76	C1 (76–84)	268
Writing	Can support a thesis in an academic text using research findings. (P)	79	C1 (76–84)	270
Writing	Can write essays and reports synthesizing information from a number of sources. (P)	76	C1 (76–84)	270